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This manual, designed for the use of administrators in implementing a Youth Tutoring Youth Program (developed to encourage positive attitudes in tutors towards going to school, holding jobs, and helping others), outlines the employment of underachieving, disadvantaged 14- and 15-year-old Neighborhood Youth Corps enrollees as tutors for elementary school children. The introductory section on "Selling the Concept" describes some of the effects of successful 1967 summer programs in Newark, Philadelphia, and Washington, D.C.: the acceptance and profitable use of responsibility by tutors, increased learning for tutors as well as for tutees, increased tutor literacy, and advantageous rearrangement of vocational desires, the enhancement of sympathy for the classroom teacher, increased self-knowledge and pride through identifying with and helping younger children, a greater use of books, the growth of creativity in attempts to interest tutees, the development of good work habits, and a closer school community relationship. Also described are the k"ds of staff needed, materials and supplies needed, the training sessions, the paperwork involved, the daily operation of the program, public relations methods used, methods of obtaining funds, selection of sites, and recruitment and selection of tutors and tutees. Additional structural plans, including qualifications for staff members, organizational outlines for implementation, and personnel forms are appended. (SM)

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ADMINISTRATOR'S MEMO

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SP002204

YOUTH TUTORING YOUTH

A MANUAL PREPARED BY THE NATIONAL COMMISSION ON RESOURCES FOR YOUTH, INC., 36 W. 44TH ST., NY, NY 10036 AS PART OF AN IN-SCHOOL NEIGHBORHOOD YOUTH CORPS PROJECT FUNDED BY THE MAN-POWER ADMINISTRATION, US DEPARTMENT OF LABOR, CONTRACT NO. 42-7-001-34.

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Cover photograph by Allan Leitman

TO: Administrator - Youth Tutoring Youth

FROM: National Commission on Resources for Youth, Inc.

SUBJECT: Operation of a Tutoring Program Employing 14 and 15 Year Old Neighborhood Youth Corps Enrollees

We have prepared this memorandum in the hope that it will help you start up and operate a Youth Tutoring Youth program. In the Summer of 1967, the United States Department of Labor provided the funds for the first such programs; the Commission and the school systems in Newark and Philadelphia operated tutorials in the local schools. Since then, programs in Philadelphia, Washington, D.C., and Detroit have successfully employed underachieving 14-and 15-year olds, whose family incomes were below the poverty level, as tutors for elementary school children.

We will outline below the issues, problems, and procedures that you will have to confront as you organize and operate your program. We have tried to distill what we and others have learned (though not always easily) in similar situations. We are aware of the hazards, as well as the rewards, of operating such a program - and we would like to share all of this with you. We have assumed, in the preparation of this memorandum, that you have recently been assigned to administer a Youth Tutoring Youth program, that you are fairly well-acquainted with your school system's operations, and that you have had no previous experience with underachieving teenagers tutoring younger children. "How-to-do-it's" have been prepared for the tutors and the tutors' supervisors. We suggest that you read a copy of each of these manuals to become familiar with their responsibilities, and the ways in which they are different from or overlap with your own responsibilities.

SELLING THE CONCEPT

We have found that early enlistment of the support and active cooperation of a number of people - school officials, Neighborhood Youth Corps administrators, principals, counselors, subject matter specialists, teachers, custodians, and the school children and their parents - is crucial to program success. A principal should <u>want</u> to have the program operate in his school and involve his students. A custodian need <u>not</u> object to

being in the building an hour later than usual. A mother can see how her child will benefit from being tutored by another, older child.

Some people may have severe doubts about the worth of the program ("How can you expect kids to accomplish in an hour what a teacher tries to do all day?" "These kids can't read themselves, how can they help anyone else?") You can ease their doubts by telling them something about the tutoring movement, the Neighborhood Youth Corps, and the success of similar programs. In addition, we have found that it is best to make it very clear in early contacts that the proposed program...

- is a program of YOUTH TUTORING YOUTH;
- enlists young teenagers who are not achieving as much as they could, to serve as tutors;
- is NOT a remedial program - there will be remedial work, under the supervision of trained personnel, but the main emphasis is on the development of positive attitudes towards going to school, holding jobs, and helping others.

It is especially important that the people who supervise the tutors have no major doubts about the ability of the tutors to do their job. You will have to make sure that the supervisors are sold on the concept of underachievers being able to help younger children (who know less than they do).

Tutoring has become a widespread phenomenon during the last five years. It has spread across the country to such an extent that almost every college and community center has some sort of tutoring program. Most of these programs are staffed by volunteers - college students or community people.

In addition, a number of school people have recognized that "students in a classroom influence each other's attitudes, self-concept, aspirations, and motivation to learn. This influence is usually unplanned and is often not even recognized, but it exists inevitably whenever persons share a common fate." Teachers in several schools have set up tutoring activities; at times, the purpose of the activities has been to help the tutor, at other times, the tutee. Teachers have been enthusiastic about the possibilities of these activities - "ranging from getting ten times as much teaching at no extra cost to salvaging the egos of unmotivated or maladapted individuals."[1]

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1 Herbert Thelen, "Workshop on the Helping Relationship: The Effective Utilization of Student Resources." The University of Chicago, 1968.

The Neighborhood Youth Corps has provided part-time jobs for children of low-income families. The enrollees have been 16 years or older; they have usually been given jobs such as answering telephones, running errands for teachers, and sweeping classrooms. The In-School NYC was created, however, to provide work opportunities that would encourage enrollees to remain in school. Some people felt that the In-School NYC should enroll young people before they were 16 years old and could legally leave school, and that the job stations ought to motivate the enrollees and enable them to gain competence in basic academic skills. It was on this basis that the National Commission on Resources for Youth conducted the demonstration project in Newark and Philadelphia mentioned above.

We knew what had been accomplished in somewhat similar programs. In work done by the University of Michigan, it was found that the behavior of student tutors improved when they were placed, often for the first time in their lives, in this position of trust and responsibility; and, importantly, the teaching role developed their own ability to learn. Mobilization for Youth, an anti-poverty agency in New York City, found that the teenage tutors and the younger tutees improved in reading: the tutors moved ahead more than three years during a single school term; and the younger children doubled their reading growth rate.

A young teenager whose job it is to help a smaller child will inevitably learn as he struggles to pass on a skill or a concept. No matter that the tutor is not achieving at grade level, he still knows more than the tutee. His behavior has consequences that he can see and for which he is rewarded. And we have been rewarded as we have seen in our Youth Tutoring Youth programs:

- the care and excitement with which a tutor led a tutee through a challenging lesson, showing that once responsibility is given, it will be accepted - and used for great benefit;

- the lesson itself, where tutors learned along with their charges;

- the increased literacy skills of tutors and tutees, their changed vocational aspirations, and their greater sympathy for the classroom teacher;

- the understanding and easy rapport that developed between tutor and tutee, demonstrating that tutors did identify with younger children and found this a way to get at their own problems.

- the new pride evident in the tutors as they grew in their new role of "teacher"; and in their own eyes, as well as those of parents, teachers, and tutees.

- the books that disappeared from shelves and circulated in the group, as the written word came into their lives in a real way for the first time;

- the endless variety of complex and simple materials they devised, as their creativity thrived in attempts to spur tutees;

- the new confidence that displayed itself in finding ways to communicate with the tutee in an individual relationship;

- the relevance of the experience to the tutors' later functioning as parents and workers (the development of good work habits - promptness, reliability, accuracy - was an important outcome);

- the successful participation of sub-professional community people, and the enthusiasm and support they engendered in other parents.

All of the Youth Tutoring Youth programs mentioned above have focused on reading. A tutoring program could just as easily concentrate on science, for instance. The teenagers' enthusiasm and creativity could function just as well in another context.

If you can confront and resolve doubts and questions before you have begun to operate the program, you will probably have more eager participants and contributors than you can handle.

OBTAINING FUNDS FOR THE PROGRAM

You can operate this program with the various resources available in most school systems; it is a matter of tapping them. Tutors' wages may be from $1.25 an hour up, depending on the maximum amount as fixed by NYC in your community. They are paid through your local In-School NYC program. You will have to ask the director to allow you to fill a number of job slots with qualified 14- and 15-year-olds who will work as tutors. You should have some notion of how many enrollees you want, which will depend on how many you can provide supervision and facilities for. Then you you will probably have to work out some compromise between the number of tutors you want and the number of job slots that the local NYC director has available. It is possible that he may have to communicate with the regional director of NYC programs. Since the directive that permits the enrollment of 14- and 15-year-olds in educationally related job stations was issued a short time ago, the procedures for implementing it may not be well established.

The In-School Neighborhood Youth Corps will provide money for the enrollees' wages, but the school system will have to make

provision for other expenditures. The supervisors' wages might be found in the school's budget for after-school activities. If the program is located in a community school (perhaps as part of an after-school study center), older NYC enrollees or members of the National Teachers Corps can serve as supervisors. ESEA Title I funds might be marshalled to provide supervisors. Or your school system's budget may have contingency funds that could be tapped to provide supervisors' wages. The NYC should be able to provide the program with older In-School enrollees who can serve as aides to the tutors' supervisors. In programs with a small number of enrollees, the NYC may be able to provide services to handle the paperwork involved in keeping track of hours worked and getting out the payroll. If NYC is unable to do so, one of the other sources of funds mentioned above will have to be tapped.

In the main, the program will have to draw on existing school resources. The program does not need a great amount of expensive materials (see MATERIALS AND SUPPLIES, page 8), so it is even possible that your school system might be able to allocate a small sum of money. Some programs have received contributions from interested civic groups; in one instance, such a group donated a large number of paperback books to the program with the stipulation that the books be given to the young people at the conclusion of the program.

SELECTING PROGRAM SITES

After you know how many tutors you will have in the program, you can begin to plan where to locate them. We have seen programs where 15 to 20 tutors were working at each tutoring center, and others where 80 tutors were working in one building, divided into sections of 16. The best location is one in which some activities are already going on because provisions for building supervision are already in effect. A community school, for example, is an ideal setting for a center supervised by an older NYC enrollee because a principal is on hand at all times. We have observed that the operation goes a little more smoothly if the tutoring centers are located in or near the elementary schools that are providing the tutees. Since there are so many competing claims - recreation programs, television, the street - on the younger children after school, their attendance in your program is liable to increase in relation to its ease of access. It also seems to be best if the tutors do not have to travel too far to reach their jobs.

The tutoring centers can be in a variety of locations; in addition to schools, they can be in community centers, churches, storefronts, libraries - anyplace where there is enough room for the tutors to meet as a group, for the tutor-tutee pairs

to work with some privacy and minimal distraction by noise or the proximity of another pair, where there is adequate provision for the children's physical safety, and space available where materials and supplies can be stored. It is surprising how well you can "make-do." We have found that four tutor-tutee pairs can work well in an average-sized classroom - a corner for each pair. But we have seen groups effectively utilize cafeterias and long corridors for tutoring; noise was reduced and some privacy was provided by using chalk boards as dividers. We have also seen groups working effectively in a large room in a library, one or two pairs at each large library table.

Space may seem to be an initial hurdle, but it need not be. If your host principal or librarian is sold on the program, and the tutors' supervisor is encouraged to exercise his ingenuity, they will undoubtedly arrive at a workable arrangement.

STAFF

In addition to yourself, you will have to recruit people to supervise the tutors, young In-School NYC enrollees to assist them, and a clerk to handle paperwork and payroll. (See Appendix for two charts that describe Youth Tutoring Youth staff and participants.)

Anyone who can read, who has patience and affection for children, and who is willing to assume some responsibility for a group of them can become a tutor supervisor. Professional teachers, counselors, members of the National Teachers Corps, VISTA volunteers, community people, and even poised, able high school seniors can serve; each brings special strengths to the program. Professional teachers bring obvious strengths to a tutorial. They work all day with children. They can easily identify a child's problem, and they are usually aware of the possible solutions; e.g., teachers are familiar with reading problems and remedial techniques. They are accustomed to assigning responsibility and following this through. Members of the community also bring special strengths. The tutors and tutees are <u>their</u> children. If community people care enough to serve in this program, it is likely that they are strongly committed to the value of education and the need for the children to realize their own worth. Members of the community are able to capitalize on the informal learning styles that are so congenial to the tutoring relationship. A lack or a shortage of professional teachers and community members needn't handicap the program's operation. We have found that gifted high school seniors, backed up with adult advice and support as needed, can supervise 14-and 15-year-old tutors. Their ability to establish rapport with the younger teenagers is phenomenal, yet because of their high status as seniors in high school, they are able to control the tutors and provide effective role models.

It is likely that prevailing customs and attitudes in your school system will be strong factors in your choice of supervisors. We do urge you to make use of every available resource and have your staff recruited well in advance of your start-up date. We would also suggest that you make the program's objectives - increased language skills (reading, writing, listening, talking), and development of positive attitudes towards self, school, work, and helping others - as clear as possible. There have been instances when a supervisor mistakenly thought that the tutors were to function as reading specialists, something that 14- and 15-year-old underachievers are clearly not equipped to do. This kind of misunderstanding of the program's objectives could only cause the participants to feel failure and frustration. You can successfully avoid this by not only clearly outlining the program when you interview prospective supervisors, but by giving them a handout which again specifies the program's objectives. There will be an opportunity during pre-service training to clear up any doubts the supervisors or tutors may have about what they are doing. (See TRAINING, page 10, for a discussion of pre-service training of supervisors and tutors.)

RECRUITING AND SELECTING TUTORS

After you know how many job slots are available through Neighborhood Youth Corps and where the tutoring centers will be located, consult the NYC In-School director, school officials and teachers for names of qualifying tutors. Since only the director of the In-School NYC program can certify youngsters for Neighborhood Youth Corps, it is important that you approach him first. He determines which students meet the family income requirements of NYC. Explain that Youth Tutoring Youth has an added requirement - that tutors be underachievers. He may have such students in mind or he may ask you to consult school officials. Principals can see that standard reading test scores of the 14- and 15-year-olds in their schools are examined so that those who are at least two years behind in reading are identified. If these scores are not available, or if you want to have pre- and post-program measures of reading ability, you can administer a simple 20-minute reading check yourself.

When you know who is eligible in terms of family income, reading level, age, and interest, you will probably find that you have more eligibles than job slots. You will then have to work out and apply some additional selection

criterion. For instance, in several programs, being a marginal behavior problem has been a selection criterion; these young people have worked well, and their teachers have reported improvements in their behavior.

After the tutors have been selected, they will have to be notified of the start-up date, permission will have to be obtained from their parents, and health checks and working papers may have to be obtained. (Again, consult the director of NYC In-School program for appropriate forms.) See Appendix, also FORMALITIES, page 10, for a discussion of these procedures.

RECRUITING TUTEES

This will be somewhat simplified if the elementary school principal has already consented to have the program in his school. In any case, as above, the program's objectives and methods should be clearly explained to the principal, and he or you can do likewise for the teachers. The teachers can suggest students that they think will benefit from the tutoring relationship. The children should be told about the program, and letters can be sent to their parents explaining the program and inviting them to have their child participate. You may want to give the tutees a simple reading test when they enter the program and another at its conclusion; this might provide you with a gross measure of the effect of tutoring experience, although it will miss any changes in attitudes or increased ease with all language skills.

The emphasis in most tutoring programs has been on the development of a stable one-to-one relationship. You will probably want to have at least one tutee for every tutor, perhaps more to cover inevitable absences and drop-outs. It is possible because of local conditions that you might want to increase the ratio to 2-3 tutees to a tutor. In any event, because of the competing claims on the young children's time after school or during the summer, we urge you to begin recruiting tutees as early and with as much intensity as possible. It may be helpful to enlist the aid of tutors and other community people in this; they can speak to their neighbors, post notices at local supermarkets, laundromats, churches, etc.

MATERIALS AND SUPPLIES

As mentioned earlier, the program can be operated without a great expenditure on materials and supplies. Paper, pencils, felt tip markers, crayons, construction paper, erasers, pencil sharpeners, chalkboard, chalk, and reading materials may be available if the tutoring center is located in a school. If not, money to purchase these should be sought from one of the sources named in OBTAINING FUNDS FOR THE PROGRAM. (In-School NYC seldom has funds for supplies.)

It is desirable to have a good collection of books that are appropriate to the tutors' and tutees' reading levels, are not the same as the books they use all day in school, and whose content (ethnic, etc.) is of high interest to the tutors and tutees. You will find an annotated list of reading materials in the Supervisor's Manual. Perhaps your school or public libraries will have suggestions for making good books available to tutors and tutees.

We would also suggest that you obtain or borrow inexpensive tape recorders, inexpensive cameras and film, and used typewriters. These can be the basis of some of the most successful activities in the program; they encourage tutors and tutees to compose stories and skits, to interview each other and people they meet. Spurred on by the novelty of these devices, with careful instruction on how to use them, both tutors and tutees will gain confidence and greater facility with his own creativity and skills of expression.

In some programs the supervisors have ordered some or all of their centers' materials and supplies. In other programs the administrator has done the ordering after consulting reading specialists and/or the supervisors.

If you are going to order materials and supplies, we suggest that you do it as soon as you are sure you have the money and know what you want. The common experience has been that materials frequently, for a variety of reasons, come weeks after the program starts, so that anything you can do to diminish the delay will be a real accomplishment.

Even if there are materials missing when the program opens, you do not have to despair. There are suggestions in the Supervisor's Manual for ways to tutor with home-made materials. Over and over we have seen creativity and ingenuity - the supervisors' and the tutees' - produce more effective materials than the commercial ones. Art supplies, however, must be available right from the start if materials are to be made by hand.

One last word on materials and supplies - they have to be distributed, and there should be some kind of inventory. The means of distribution will depend on local conditions - some programs have been able to deliver things to the tutoring centers; in other programs, the administrator has had to deliver the materials and supplies or the supervisors have had to pick them up. Once at the centers, some sort of inventory must be kept so that at the program's conclusion there can be some kind of accounting. There should be a secure, safe place at each center to store tape recorders, cameras, books, etc. It is possible that you may have to borrow or purchase lockers.

TRAINING

The methods and the content of the training sessions can vary. You can have a lot of training or a little, but it is primarily the quality of the training that will make for an effective program. A lot of training (both pre- and in-service) builds confidence. Most summer programs have had in-service training for tutors on Fridays, in addition to everyday planning/ evaluation sessions and weekly meetings for each tutor with the supervisor. Obviously such a training schedule has to be cut down to fit the time available in after-school tutorial programs.

Some programs have had weekly workshops for supervisors and aides. In one instance, the workshop was based on the supervisors' and aides' visits to each other's center.

We have found that the most effective pre-service training has been through a series of workshops, conducted for supervisors and aides, which they then conduct for their tutors. Workshops provide for practice; the emphasis is on doing things - discussing written and filmed tutoring vignettes (learning, in the process, something about control, consistency, etc.), role-playing (the supervisor tries out with other supervisors playing the role of tutors), problem solving, making materials, etc. A lengthy discussion of workshops and role-playing can be found in the Supervisor's Manual.

The person who trains the supervisors and aides is crucial to the success of the program. This person is you or someone you appoint. The ideal trainer can run workshops, utilize role-playing to enable those being trained to understand themselves and other people better, has had tutoring experience, and can be available for consultation throughout the duration of the program.

Youth Serving Youth tutorials have emphasized the one-to-one relationship; if this is to succeed, the tutor must have a feeling of autonomy and a sense of himself in the teaching. These qualities can be fostered by consistent, careful training sessions, reinforcement of the tutors' accomplishments, group sharing, and problem solving, and the supervisors' acceptance of, even insistence upon, tutor decision-making whenever possible.

FORMALITIES

Paperwork can overwhelm almost any program or any administrator, but if you have the proper forms on hand, put them to use as soon as possible, having someone distribute and process them. By starting ahead of time, you may be spared a considerable amount of grief. We will list below the paperwork we are aware of.

You will have to get parental permission for tutors and tutees to participate in the program. It will save a lot of time and trouble if this permission not only allows the child to participate in the program, but also gives permission for the child to go on supervised field trips, and for his picture to be used for public relations or instructional purposes. (See Appendix.)

Before each tutor can be put on the payroll, he will have to have a health check, working papers, and a Social Security number. It is helpful if these can be obtained as soon as possible after the tutors are selected and at some location that the tutors can easily reach.

Payroll matters are crucial. It is important to the tutors' (and aides') development of responsible attitudes toward work that they be paid accurately and on time. Information about hours, pay, and time for breaks, if any, should be given to the tutors, aides, and supervisors; this information should be given early, in a clear manner. You should get the necessary forms from your local In-School NYC Director and have someone whose responsibility it is to keep track of these and get them ready in time for payroll checks to be delivered promptly. There will have to be some way to see that the checks are received by the right people. Some programs deliver the checks to the tutoring center, and the tutors sign a list as they receive their checks.

The supervisors and aides will have a number of things to keep track of: attendance of tutors and tutees; hours worked by supervisors, aides, and tutors; written daily lesson plans and evaluations, if any; daily schedules; arrangements for field trips; inventory of materials and supplies; and petty cash, if provided for refreshments or emergency needs. (You will have to decide if you are going to provide petty cash to each center; most programs have given the children a snack - juice and cookies - as a break during the tutoring session.)

Finally, you will have to think about insurance. It is possible that persons involved in any program conducted by your school system are automatically covered. If not, you will want to make some provision for coverage and for vehicle insurance if they will be used for field trips.

DAILY OPERATION

Youth Tutoring Youth can be an after-school program, operating for two hours, Monday through Friday. It also can be a summer school program, operating for five or six hours every day. After supervisors, aides and tutors are trained, the program can begin regular operation. There will undoubtedly be variation among tutoring centers, but a typical session in summer programs has included initial preparation by tutors,

tutors working with tutees, a snack or lunch break, more tutoring, tutors cleaning up, evaluation of that day's session, and planning for the next. As indicated before, tutoring might include a walk on the playground with the tutee dictating a story for the tutor to type afterwards, tutors and tutees practicing a skit or preparing a bulletin board, or several tutees playing a word game one of the tutors has constructed. Field trips can be used to interrupt the routine and provide fresh stimulation for reading and writing; the trips can be simple - around the playground or neighborhood or to the library, police station, or fire house - or they can involve more preparation and travel - to a museum, a historical exhibit, a state park, or a concert. In an after-school program, long trips can be planned for Saturdays.

Besides daily sharing of problems and solutions, most programs have in-service training sessions for the tutors on Fridays when some new skill or activity is introduced, or a free-wheeling discussion of some matter of great concern has occurred. Friday has also been the day when the tutors have been given some remedial work directed specifically toward their own problems. The tutors cannot be paid, however, for time that is spent on remedial work as such; but when the work is related to their training as tutors, they can be paid.

The administrator should have enough time available so that he can visit the tutors regularly and frequently and be able to provide advice and support as needed. It has also proved useful to schedule times when the supervisors from the various tutoring centers can meet together to share their problems and concerns, solutions, and innovations.

PUBLIC RELATIONS AND COMMUNITY INVOLVEMENT

Most Youth Tutoring Youth programs have successfully involved the parents of the tutors and tutees. Some have done no more than send a letter home, describing the program and asking the parents to allow their children to participate. Some have invited the parents to a meeting prior to the program start-up, so that the administrator, principal, or tutor supervisor could explain what their children would be doing, ask for suggestions, and answer any questions that the parents might have. Most programs have had parents' days - days when the parents were invited to see the work their children had done, to have refreshments, and to watch, perhaps, a play some tutors and tutees had written. One summer program involved the parents in a cook-out and a swimming party. It has often been enlightening at the end of the program to send a form home asking the parents if the program seems to have had any effect on their children. Some parents will report dramatic changes in their children's interest in reading, studying, appearance and in their helpfulness to their younger brothers and sisters. Parents can become a real source of support if they

become involved in the program; they will lend their services, and they will become very vocal proponents of the program's continuation.

There are several other means of letting people - both those who are participating and others - know what is happening in your program. Some programs have published a weekly newsletter (i.e., run off on a ditto machine) for the administrator and the supervisors and aides at the various tutoring centers; the newsletter kept them informed of administrative matters, scheduled field trips, significant happenings and innovations of the past week, and plans for the next. Journals of the tutors' and tutees' work - stories, poems, autobiographies, plays and skits, crossword puzzles and other games, and drawings - have been prepared. Such a journal is a tangible document of what the tutors and tutees have accomplished; when it is distributed to everyone in the program, it becomes a highly effective reinforcement for the work that they are doing. The journal can be shown to others, perhaps those who have some doubts about the concept of Youth Tutoring Youth. You could remind them that the tutors were at least two grades behind in reading when they entered the program.

You should make a real effort to communicate any progress that tutors and tutees make to their principals and teachers. This, again, can be a highly effective reinforcement for good work.

Local news media may hear about your program, or you may want to tell them about it. The course you follow will depend on your local situation. We have observed that the news media are favorably impressed by what they see happening in a Youth Tutoring Youth program, that their presence does not unduly disturb the program's operation, and that they frequently obtain some very telling pictures and observations.

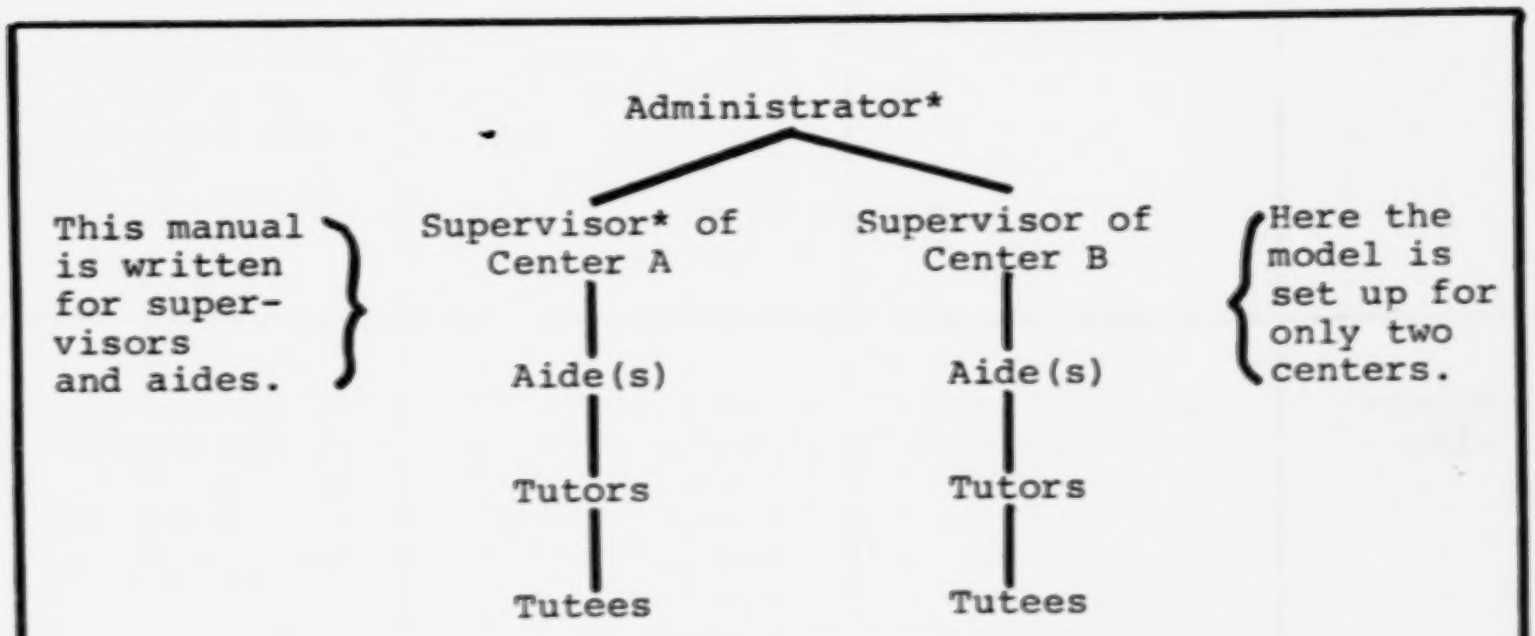
We at the National Commission on Resources for Youth will be most interested to hear from you - to help if we can with any problems you may have in setting up and operating a Youth Serving Youth tutorial, to learn from your experiences, and to pass this on to other interested practioners. Please write or call:

National Commission on Resources for Youth, Inc.
36 West 44th Street
New York, New York 10036
(212) 682-3339

APPENDIX

Organization of Youth Tutoring Youth

Each Youth Tutoring Youth program contains several centers located in various places throughout the city or area. The chart below describes the most common model for organizing the people in the program. Some cities have effectively adapted this model to suit their own needs and resources; others have used it just as it is:



* Terminology varies with programs. In some cases, the administrator is called the "director," and the supervisor is called the "leader."

Location of Centers

Your tutoring center may be in a variety of locations: a school, community center, church, storefront or library - any place where there is enough room for the tutors to meet together as a group, where the tutor-tutee pairs can find places to work in some privacy, where there is adequate provision for safety, and where there is space available for the storage of materials and supplies. You will also need space for a library, for artistic activities and for displaying the tutors' and the tutees' work.

APPENDIX

Information on Staff and Youth Positions

Title	Background/ Experience	Duties	Training
Administrator	Teacher, or educational administrator.	- Establish program in city or region; - Obtain funds; - Contact NYC for job stations; - Train supervisors to lead centers.	By NCRY at Internship Workshop, or by someone else familiar with Youth Tutoring Youth.
Supervisors	Teachers, community leaders, or older NYC enrollees (all three kinds of supervisors have proved effective).	- Run a tutorial center - daily basis; - Train tutors: pre-service and in-service; - Arrange for personal remediation for tutors.	By administrator, or by special trainer(s) chosen by the administrator.
Aide	Older NYC member, or community member.	- Share duties with supervisor.	By administrator (usually trained along with supervisor).
Tutors	In-School NYC enrollees underachieving in school.	- Tutor younger child(ren).	By supervisor.
Tutees	Elementary age children who need tutoring.	- Come to tutoring sessions.	By tutors (training = tutoring).

APPENDIX

PARENT PERMISSION FORM

Tutor and Tutee Participation in Youth Tutoring Youth

I hereby give permission for my child, _____ to attend the Youth Tutoring Youth Program (days and time) _____ during the 19__ school year. I understand that each tutorial center will be supervised by _____ who will take all due care for his/her safety.

Signature of Parent: _____

Date: _____

PARENT PERMISSION FORM

Trips

I also give permission for my child, _____ to go on all field trips in connection with the Youth Tutoring Youth Program. I understand that he/she will be accompanied by _____ and that all due care will be taken for his/her safety.

Signature of Parent: _____

Date: _____

APPENDIX

TUTOR AND TUTEE PICTURE RELEASE

I hereby give the photographer, his legal representatives and assigns, those for whom the photographer is acting, and those acting with his permission, or his employees the right and permission to copyright and/or use, revise and/or publish and republish photographic pictures of me in conjunction with my own or fictitious name for any purpose whatsoever, including the use of any printed matter in conjunction therewith.

Signature of Tutee/Tutor_____

Address_____

I hereby certify that I am the parent and/or guardian of _____, who is under the age of twenty-one years, and I hereby consent that any photographs which have been, or are about to be taken by the photographer, may be used by him for the purposes set forth in original release hereinabove, signed by the infant, with the same force and effect as if executed by me.

_____L.S.
Parent or Guardian

_____
Address

_____
Date

APPENDIX

PERSONAL INFORMATION
(to be kept on file at tutorial center)

(Circle one)
TUTOR - TUTEE

NAME _____

ADDRESS _____

TELEPHONE NUMBER _____

NAME OF SCHOOL _____

ADDRESS OF SCHOOL _____ PHONE _____

TEACHER(S) _____

GUIDANCE COUNSELOR _____

IN CASE OF EMERGENCY, NOTIFY:

NAME _____

ADDRESS _____

TELEPHONE NUMBER _____